

How to Prepare for a Federal Program Monitoring Visit 2014-2015

Karen Seay

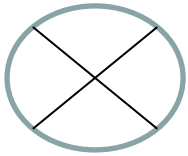
kseay@sde.idaho.gov

208.332.6978

August 27, 2014



Do we know how to contact you?



- Former Legacy IDCI (Idaho District Contact Information) system
 - This system is no longer active
 - SDE staff no longer have access to contact information in this system



- IDCI – contact changes must come through the ISEE upload process
 - The district ISEE person processes an upload of two files: Program Contacts and Building Directory by submitting through the SRM (State Reporting Manager) in the ISEE Directory Program Contacts 2014 manifest.



In this webinar, we will...

- Review the monitoring process timeline
- Review the onsite monitoring process
- Review the 2014-2015 Monitoring Tool
 - Examine how the tool is organized
- Review how to prepare documents for the monitoring visit
 - Look at a real example of how one LEA submitted its documentation
- Review Top Findings from 2013-2014 monitoring
- Review Frequently Asked Questions
- Who to call for help
- Time for Questions

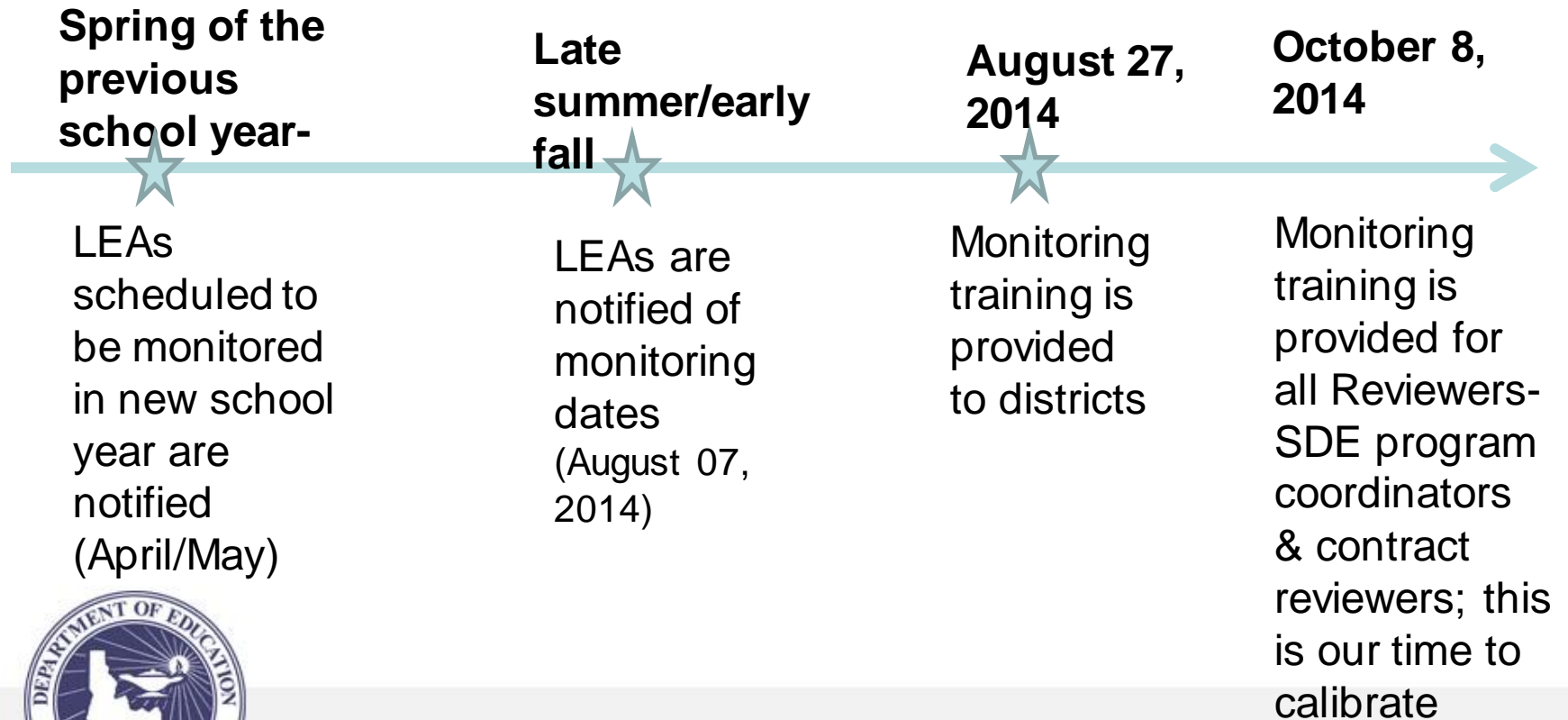


Helpful Documents for this Training

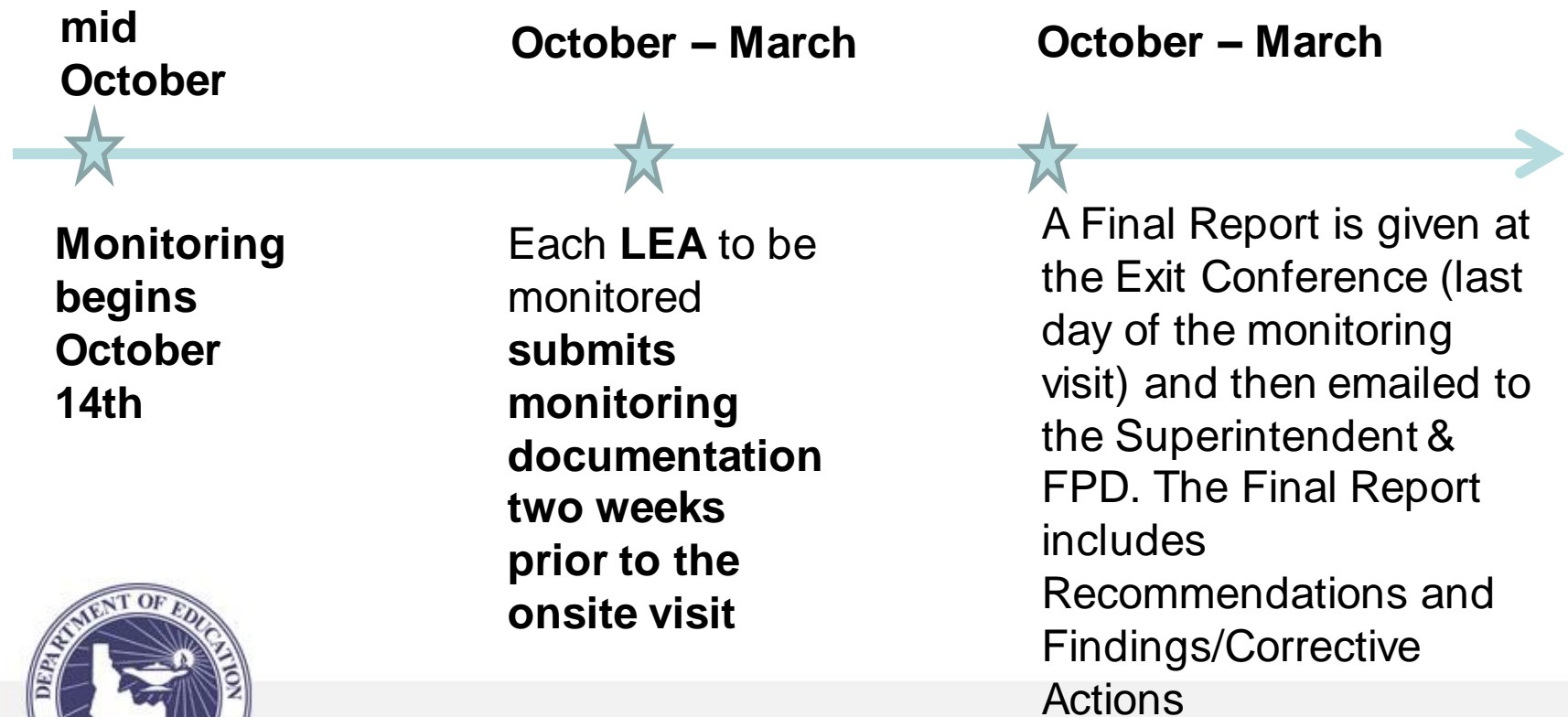
- Go to: http://www.sde.idaho.gov/site/title_one/program_monitoring.htm and scroll down to the *Monitoring Tools* section of the page
 - 2014-2015 Monitoring Tool



Timeline of the Overall Federal Program Monitoring Process



Timeline of the Overall Process (cont.)



Timeline of the Overall Process (cont.)

Beyond the Monitoring Visit



LEA responds w/in
30 days with a
**Response Report
& Documentation**
that includes each
Finding with
evidence satisfying
the finding



SDE responds with a
Status Update Report
identifying each
finding status

Program
coordinators
provide technical
assistance when
needed



SDE emails the LEA a
notification **CLOSING**
the monitoring visit
after all findings have
been satisfied



Onsite Monitoring Process Before the visit

- Four to six weeks prior to the onsite visit, Karen emails the Federal Program Director (FPD) a “monitoring reminder” notice
- Two to four weeks before the onsite visit, Karen contacts the Federal Program Director (FPD) for information that is needed to draft a schedule
 - Verify the Title I schools
 - Verify the programs (Title I-C? Title III? Private schools?)
 - Bell schedule (Title I reviewers go into each Title I school)
 - Travel time between schools
 - FPD works with each school to set up interview and observation schedule
 - Anything else that needs to be worked out



Onsite Monitoring Process Before the visit (continued)

- Two weeks prior to the onsite visit, the LEA submits monitoring documentation to Karen at the SDE



Onsite Monitoring Process

Reviewers are at the District

- The Onsite visit begins with an **Entrance Conference**
 - Attending: Review team, Superintendent, Federal Programs Director, Business Director...
 - Introductions
 - Monitoring process
 - Last minute building interview schedule changes, if necessary
 - District reports on demographics, successes and challenges, etc.



Onsite Monitoring Process

Reviewers are at the District (Cont.)

- Reviewers **conduct monitoring** –
 1. Title I-A, including Homeless Education:
 - Interviews and observations at each Title I School:
 - » Principal interview
 - » Instructional coach interview
 - » Teacher interview (at least one core academic teacher and one intervention teacher together)
 - » Paraprofessional group interview
 - » Parent group interview
 - » Classroom observations – one core and one intervention
 - District staff interviews: FPD, business manager, homeless education liaison
 - Private school site visit, if applicable
 - Neglected/Delinquent site visit, if applicable



Onsite Monitoring Process

Reviewers are at the District (Cont.)

- Reviewers **conduct monitoring** –
 2. Title I-C Migrant Education:
 - Possible school observations (depending on the Title I-C CFSGA strategies)
 - Conduct group interview for all principals
 - Conduct District staff interviews – Migrant Director; Migrant liaison; business manager
 - Interview all other staff paid from Migrant funds
 - Migrant student interview - 4-6 high school students
 - Migrant parent interview – 4-6 Migrant parents
 3. Title I-D Neglected or Delinquent Program
 - Site visit
 - Interview the LEA contact for the site



Onsite Monitoring Process

Reviewers are at the District (Cont.)

- Reviewers **conduct monitoring** –
 4. Title II-A Teacher and Principal Quality
 - Desk review by Teresa Burgess (unless Teresa is a monitoring reviewer)
 5. Title III-A Language Instruction for Limited English Proficient and Immigrant Students:
 - Visit at least one elementary; one middle school; one high school for classroom observations (number of observations is based on the size of the district)
 - Conduct group interviews (one for principals; one for teachers)
 - Conduct District staff interviews – LEP director; business manager
 - File review at each school that is visited
 - Interview 4-6 LEP high school students
 - Interview parents of 4-6 LEP students



Onsite Monitoring Process

Reviewers are at the District (Cont.)

- Reviewers **conduct monitoring** –
 6. Title VI-B – Rural and Low Income Schools
 - Expenditure report will be reviewed
 - Evidence that spending matches the RLIS plan
 7. Title X – McKinney-Vento Homeless Education Program
 - All staff that are interviewed are asked about homeless education training
 - District designated homeless education liaison is interviewed



Onsite Monitoring Process Reviewers are at the District (Cont.)

- Reviewers write Final Report;
- Reviewers present **Final Report** at the **Exit Conference** (last day of visit);
 - Recommendations
 - Findings with Corrective Actions
- LEA has approximately 30 days to respond to any findings with supporting evidence to correct the finding(s) until all findings are satisfied;
- Once all findings have been satisfied, the LEA is notified that the monitoring visit is closed.

Technical assistance is provided throughout the monitoring visit at the district level.



2014-2015 Monitoring Tool

There are now three major sections to the monitoring tool:

- I. 21st Century Classroom: Program Effectiveness and Student Achievement
- II. Great Teachers and Leaders
- III. Transparent Accountability

And within these sections are the major federal programs:

Title IA – College and Career Ready Program

Title IC – Migrant Education Program

Title IIA – Effective Instruction and Leadership Program

Title III – Limited English Proficiency Program

Title VI-B Rural and Low Income (RLIS)

Title X – McKinney-Vento Homeless Ed. Program

*The monitoring tool is no longer organized by Federal Programs like it used to be.



2014-2015 Monitoring Tool – Section I

- Each of the three major sections include sub-sections:
- I. **21st Century Classroom: Program Effectiveness and Student Achievement**
 - I.A. Student identification
 - I.B. Program Needs Assessment, Services & Evaluations
 - I.C. Assessment
 - I.D. Paraprofessionals
 - I.E. Parent Notifications and Involvement
 - I.F. Immigrant Programs
 - I.G. Academic Achievement
 - I.H. School Improvement Grant

And within these sections are the major federal programs



2014-2015 Monitoring Tool – Section II

- Each of the three major sections include sub-sections (Cont.):

II. **Great Teachers and Leaders**

II.A. Program Services

II.B. Professional Development

II.C. Teacher and Paraprofessional Qualifications

And within these sections are the major federal programs



2014-2015 Monitoring Tool – Section III

- Each of the three major sections include sub-sections (Cont.):

III. Transparent Accountability

- III.A. Fiscal Accountability
- III.B. Comparability
- III.C. Military Recruiters
- III.D. Time and Effort Distribution Records
- III.E. Report Card Reporting

And within these sections are the major federal programs



2014-2015 Monitoring Tool

Following these three major sections, are indicators for:

- Equitable Services to Private School Students
- Title ID Intervention and Prevention Programs for Neglected, Delinquent, or At-Risk Youth
- McKinney-Vento Sub-Grant



Let's take a brief look at the actual tool and how it is organized...

http://www.sde.idaho.gov/site/title_one/program_monitoring.htm





IDAHO
STATE DEPARTMENT OF EDUCATION

Staff

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Lis

Ad

Ph.

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Title I-A: Basic Education

Program Monitoring

Monitoring Reviews - Introduction

• Compliance - It's the Law

Monitoring federal programs helps ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Compliance monitoring is intended to be a collaborative partnership between the State and local education agencies (LEAs) to ensure compliance with the No Child Left Behind Act (NCLB) of 2001.

• Technical Assistance - We're here to help

State monitoring team members provide technical assistance during the review visit and beyond. It is not the State's intent to tell the LEA HOW to run its title programs, but rather to answer questions, facilitate dialogue, and exchange ideas and information for program improvement while, at the same time, meeting all federal requirements.

• Building Relationships - We're in this together

Superintendent Luna's main objective is to raise student achievement for Idaho's school children. Through cooperative assessment of the federal programs, between the State and the LEAs, the quality of services to students will be strengthened and improved.

Program Monitoring

Monitoring Training

[How to Prepare for a Program Monitoring Visit](#) | [PowerPoint File](#)

Monitoring Schedule

[2014-2015 List of Districts To Be Monitored](#)

Monitoring Tools

☒ [2014-2015 Federal Program Monitoring Tool](#)

[Entrance/Exit Conferences Overview](#)

[Monitoring Reporting Flow Chart](#)

[Document Organization Instructions](#)

☒ [2014-2015 Self-Assessment Federal Program Monitoring Tool](#)

Idaho ESEA Federal Programs Monitoring

- ☒ LEA Onsite Final Report – 2014-2015
☐ Self-Assessment Tool – 2014-2015
☐ LEA Desk Final Report – 2014-2015



Idaho Department of Education

LEA: _____

Date of Program Review: _____

LEA Superintendent, FPD, Business Manager: _____

ISDE Team: _____

This form is available at http://www.sde.idaho.gov/site/title_one/program_monitoring.htm under the *Monitoring Tools* section.

	Federal Programs
	21 st Century Classroom – Program Effectiveness and Student Achievement: Title IA, Title IC, Title IIA, Title IIIA, Title VI-B, Title XC
	Great Teachers and Leaders: Title IA, Title IC, Title IIA, Title IIIA, Title VI-B
	Transparent Accountability: Title IA, Title IC, Title IIA, Title IIIA, Title VI-B, Title XC
	Equitable Services to Private School Students
	Title I-D Neglected or Delinquent
	Title X McKinney-Vento Homeless Education (SUB-GRANT ONLY)

Note: Because the methodology of the Idaho Department of Education monitoring team includes sampling, the monitoring process cannot produce an all-inclusive assessment of items in this instrument. The LEA is responsible for operating its categorical programs in compliance with all applicable laws and regulations.

FOR SELF ASSESSMENTS ONLY:

I certify that to the best of my knowledge, the information contained herein is true and correct. My name below serves as my electronic signature and certification.

Superintendent's Signature

Date

Federal Program Director's Signature

Date

I. 21st Century Classroom –Program Effectiveness and Student Achievement

Indicator ID	Indicator	Examples of Supporting Documentation	Compliance Status			Recommendations; Findings with Corrective Action
			Yes	No	NA	
I.A.	STUDENT IDENTIFICATION					
Title IA College & Career Ready Program						
I.A.1	Targeted Assistance Schools (NCLB 1115) All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I served building. NCLB 1115(b)	<input type="checkbox"/> Copy of targeted rank order list that includes multiple educational objective criteria used to identify students for services In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting documentation				
Title IC Migrant Education Program						
I.A.2	The LEA monitors the eligibility requirements of children and youths enrolled in the Migrant Education Program, 1309(2)	<input type="checkbox"/> Evidence of a sampling of Certificates of Eligibility (COE) <input type="checkbox"/> Evidence of the implementation of the LEA's ID & R plan <input type="checkbox"/> Evidence of ID & R training (ex: National, State, Regional, or District) <input type="checkbox"/> Evidence of the implementation of the LEA's quality control <input type="checkbox"/> Evidence of the LEA's Re-Interviewing (process and results) <input type="checkbox"/> On-site review of the Family Liaison Record Keeping Binder <input type="checkbox"/> Evidence of time spent on active recruitment of migrant children and youth				
Title IIIA Language Instruction for Limited English Proficient & Immigrant Students Program						
I.A.3	The district has properly identified, assessed, placed, and reported all students who have a primary home language other than English. Title VI of the Civil Rights Act of 1964,	<input type="checkbox"/> LEA written process for identifying, assessing, and placement of eligible students into an English language development program. <input type="checkbox"/> Completed Home Language Surveys <input type="checkbox"/> Completed IELA placement tests Additional information will be gathered during student file reviews conducted on site by authorized SDE personnel. <input type="checkbox"/> *In accordance with Senate Bill 1371, the LEA must remove all personally identifiable data and/or information before submitting				

the FINAL REPORT...

It's a little bit different;

Let's take a look



I.A.1	<p>Targeted Assistance Schools (NCLB 1115) All children served by Title I in a Targeted assistance building are identified as failing, or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria. Homeless children are eligible for Title I regardless of their attendance in a Title I served building. NCLB 1115(b)</p>	<input type="checkbox"/> Copy of targeted rank order list that includes multiple educational objective criteria used to identify students for services	No	<p>Finding: The State did not find evidence that students are identified for services based on multiple educationally related objective criteria.</p> <p>Corrective Action: The LEA will submit a copy of its eligibility list identifying students for services based on multiple academically related objective criteria.</p> <p>Finding: The State found evidence that Title I-A services are being provided on a <u>consistent</u> basis for students who are not on the targeted rank order list.</p> <p>Corrective Action: The district will submit assurance that Part A instructional services are provided on an <u>incidental</u> basis to non-Title part A students. This is allowable only if the Part A program is designed to meet the special educational needs of the children who are failing, or most at risk of failing to meet the State's challenging student performance standards and is focused on those children; and the inclusion of non-Title, part A children does not decrease the amount, duration, or quality of Part A services for Part A children; increase the cost of providing the services; or result in the exclusion of children who would otherwise receive Part A services.</p>
Title IC Migrant Education Program				
I.A.2	<p>The LEA monitors the eligibility requirements of children and youths enrolled in the Migrant Education Program, 1309(2)</p>	<input type="checkbox"/> Evidence of a sampling of Certificates of Eligibility (COE) <input type="checkbox"/> Evidence of the implementation of the LEA's ID & R plan <input type="checkbox"/> Evidence of ID & R training (ex: National, State, Regional, or District) <input type="checkbox"/> Evidence of the implementation of the LEA's quality control <input type="checkbox"/> On-site review of the Family Liaison Record Keeping Binder	No	<p>Finding: The State did not find evidence that the LEA monitors the eligibility requirements of children and youths enrolled in the MEP.</p> <p>Corrective Action: Submit to the State a detailed description of the district's plan to ensure that...</p>
Title III Limited English Proficiency Program				
I.A.3	<p>The district has properly identified, assessed, placed, and reported all students who have a primary home language other than English, 3127, Title VI Office of Civil Rights</p>	<input type="checkbox"/> LEA process for identifying, assessing and reporting for home language information <input type="checkbox"/> Samples of Home Language Surveys <input type="checkbox"/> Samples of ELL placement tests	No	<p>Finding: The State found evidence that not all students who have a primary home language other than English are properly identified, assessed and placed into an ELD program.</p> <p>Corrective Action: The LEA will submit evidence that only students who have a home language other than English on the ELL Placement Test are tested. (see note)</p>
Title X McKinney-Vento Homeless Education Program				
	<p>The LEA has a procedure in place</p>	<input type="checkbox"/> Evidence of identification		<p>Finding:</p>

Document Preparation – Organizing evidence for each indicator

- Go to: http://www.sde.idaho.gov/site/title_one/program_monitoring.htm and scroll down to the *Monitoring Tools* section of the page
 - *Document Organization Instructions*

Remember!
Monitoring documents
are due to me two
weeks prior to the
onsite visit.



**ORGANIZATION IS A
BEAUTIFUL THING
(IT IS ALSO ESSENTIAL!)**



Document Preparation- What does the LEA need to do?

- Organize and submit documentation electronically to a website (i.e. district website, weebly.com, google.com, dropbox.com, etc.), on a thumb drive, or a CD.
- Documentation is submitted **two weeks prior to the review.**

HOW to BEGIN?



Document Preparation – What does the LEA need to do?

1. Provide a Word document Cover Page with contact information for the superintendent, federal programs director, and business manager.
2. Create high level electronic folders beginning with the major sections of the Monitoring Tool:
 - I. 21st Century Classroom-Program Effectiveness and Student Achievement;
 - II. Great Teachers and Leaders;
 - III. Transparent Accountability;
 - Equitable Services for Private School Students,
 - Etc.

I. 21st Century
Classroom-Program
Effectiveness and
Student Achievement

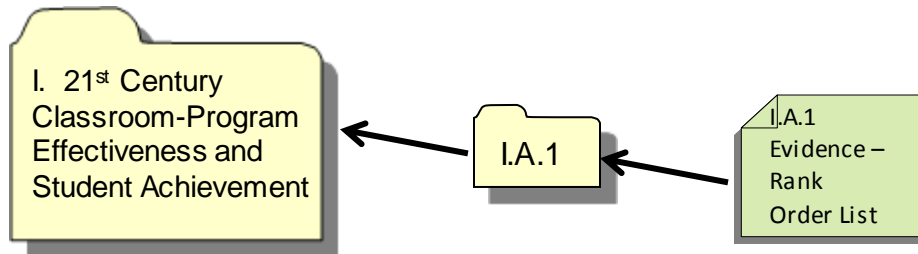
II. Great Teachers
and Leader

III. Transparent
Accountability

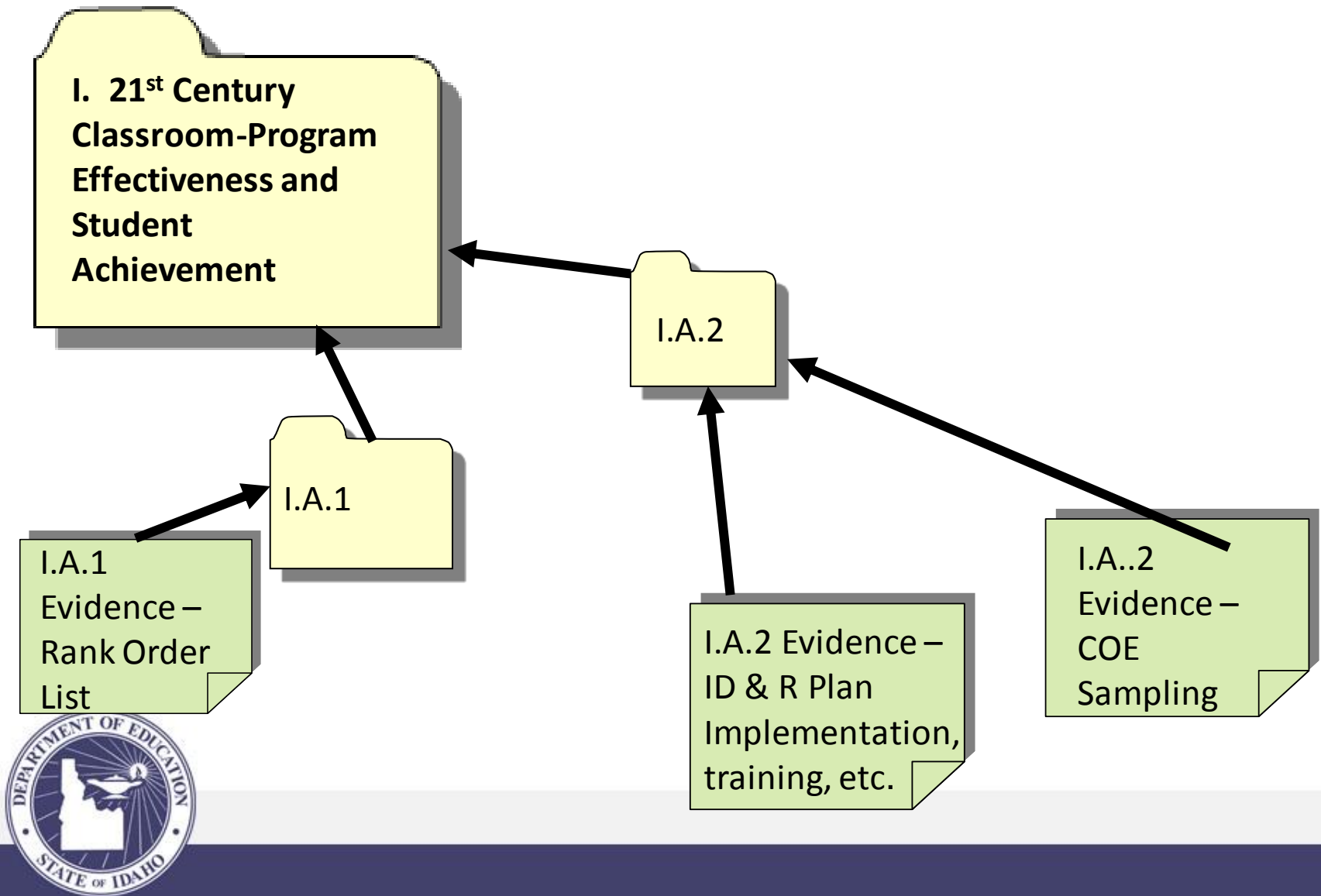


Document Preparation – What does the LEA need to do?

3. Within each Major Section folder, create a file folder for each indicator in the Monitoring Tool.
4. AND then add the evidence documentation that supports the requirements for that indicator.



Example



A real example from Google.com...





2012-2013 Program Monitoring

Search this site

[Cover Page](#) | [I. 21st Century Classroom - Program Effectiveness and Student Achievement](#) | [II. Great Teachers and Leaders](#) | [III. Transparent Accountability](#)
[District Resources for Monitoring Visit](#)

Cover Page

Teton School District 401
www.tsd401.org


445 N. Main St.
Driggs, Id 83422
208.354.2207

Superintendent: Monte Woolestenhulme
email: mrw@tsd401.org

Federal Programs Director: Jenna Beck
email: jbeck@tsd401.org

Business Manager: Kimber Lundquist
email: klunquist@tsd401.org



 [Add files](#)

Comments



Karen Seay



More ▾

Share



2012-2013 Program Monitoring

Search this site

Cover Page

I. 21st Century Classroom - Program Effectiveness and Student Achievement

II. Great Teachers and Leaders

III. Transparent Accountability

District Resources for Monitoring Visit

I. 21st Century Classroom - Program Effectiveness and Student Achievement

I.A Student Identification

I.B Program Needs Assessment, Services & Evaluation

I.C Assessment

I.D Paraprofessionals

I.E Parent Notifications and Involvement

I.F Emergency Immigrant

I.G School Improvement

Subpages (6): [I.A Student Identification](#) [I.B Program Needs Assessment, Services & Evaluation](#) [I.C Assessment](#) [I.D Paraprofessionals](#) [I.E Parent Notifications and Involvement](#) [I.G School Improvement](#)



Add files

Comments



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Add a comment



2012-2013 Program Monitoring

Search this site

Cover Page

I. 21st Century Classroom - Program Effectiveness and Student Achievement

II. Great Teachers and Leaders

III. Transparent Accountability

District Resources for Monitoring Visit

[I. 21st Century Classroom - Program Effectiveness and Student Achievement](#) >

I.A Student Identification

Title IA College & Career Ready Program **I.A.1 Targeted Assistance Schools**

Title IC Migrant Education Program **I.A.2 - TSD does not have a Migrant Education Program**

Title III Limited English Proficiency Program **I.A.3**

Title X McKinney-Vento Homeless Education Program

Subpages (3): [Title IA College & Career Ready Program](#) [Title III Limited English Proficiency Program](#) [Title X McKinney-Vento Homeless Education Program](#)

Add files

Comments



Karen Seay

Add a comment

Top findings in 2013-2014

HIGHLY QUALIFIED REQUIREMENT (See Indicator II.C.62 in the 2014-2015 monitoring tool)

- Core academic highly qualified status (Schoolwide & Targeted Assistance)

FISCAL

- Fiscal requirements (See Indicator III.A.68 in the 2014-2015 monitoring tool):
 - Federal program allocations and LEA Federal program revenue do not align
 - LEA expenditure report for Federal programs does not align to the CFSGA for each program
 - Evidence that the Federal Program Director and Business Manager communicate regularly about program budgets, budget changes, expenditures, and balances
 - Allowable activities



Top findings in 2013-2014

PARENT INVOLVEMENT

- LEA parent involvement policy (See Indicator I.E.36 in the 2014-2015 monitoring tool)
- School level parent involvement plan (See Indicator I.E.37 in the 2014-2015 monitoring tool)

These are separate policy/plans with separate purposes and requirements.

TIME and EFFORT

- Semi-annual certification (See Indicator III.D.78 in the 2014-2015 monitoring tool)
- Personnel activity report (See Indicator III.D.79 in the 2014-2015 monitoring tool)
- Positive time procedure (See Indicator III.D.80 in the 2014-2015 monitoring tool)

Be sure to submit the Staff Breakdown Budgeted form for all employees paid from Federal programs –

www.sde.idaho.gov/site/title_one/program_monitoring.htm



Top findings in 2013-2014

MCKINNEY-VENTO HOMELESS EDUCATION

- A procedure for identifying children and youth as homeless under McKinney-Vento that includes tracking:
 - Attendance in school
 - Academic achievement and success in school

(See Indicator I.A.4 in the 2014-2015 monitoring tool)

- All school personnel are trained on the duties of the District Homeless Liaison on the definition of homeless and the requirements of Title X

(See Indicator I.B.21 in the 2014-2015 monitoring tool)

- The LEA has a process for the resolution of disagreements to appeal school placement decisions and this process aligns to the State's process

(See Indicator I.B.24 in the 2014-2015 monitoring tool)



Frequently Asked Questions

Q: Are the folders and files organized by schools or by district? Does each school need their own folder with files or does the district combine information into one?

A: Monitoring is conducted at the district level; therefore, monitoring documentation is collected from the district. Please do not submit files organized by schools.



Frequently Asked Questions

Q: What year data does the State look at for each program?

Q: Is Title IIA monitored for the current year or previous year?

A: Title IA, Title IC, Title IIA, Title III and RLIS look at current year data and these programs are all monitored for the current year only. A program may ask for the previous year's budget report if the current budget report does not have any expenditures.



Frequently Asked Questions:

Q: If we don't get funds for a particular program, we can skip those indicators, correct?

A: Correct. For example, if the LEA does not have a Migrant Education program, it would not submit any documentation for those indicators.



Frequently Asked Questions

Q: How can we get a copy of the PowerPoint pages?

Q: How can I access this webinar to review and to share with the superintendent?

A: The PowerPoint and the archived webinar will be located on the Program Monitoring webpage within the next few days at

http://www.sde.idaho.gov/site/title_one/program_monitoring.htm

Email Karen Seay at kseay@sde.idaho.gov for the PowerPoint and materials if they are needed sooner.



Frequently Asked Questions

Q: May we submit our documentation earlier than the two weeks before the federal review? For example, if we want to submit our thumb drive a month early, is that okay?

A: Yes! And Thank you!



We are here to help!

And we look forward to a great monitoring year filled with lots of technical assistance – just ask!

Please contact us anytime!

But before we go...



Program Contacts

- Karen Seay (Title I-A) – kseay@sde.idaho.gov and 332.6978
- Mary Lou Wells (Title IC, Migrant Education) – mlwells@sde.idaho.gov and 332.6958
- Teresa Burgess (Title II-A, Effective Instruction & Leadership) – tburgess@sde.idaho.gov and 332.6891
- Christina Nava (Title III-A, Limited English Proficiency) – cnava@sde.idaho.gov and 332.6905
- Tina Naillon, (Title X, Homeless Education/REAP/VISTA) – tmnaillon@sde.idaho.gov and 332.6904
- Elmira Feather – Federal Grants Specialist – efeather@sde.idaho.gov and 332.6900
- Marcia Beckman, ESEA Director – mmbeckman@sde.idaho.gov and 332.6953



CALL US WHEN YOU HAVE QUESTIONS OR NEED HELP!

What is on your
mind?

